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ABSTRACT

In a foreword to this document, David Mathews, president of the Charles F. Kettering Foundation, describes in what ways effective communities are different from ineffective ones. Following an introduction, a section on school use suggests that most schools offer nothing to adults without children, so it should be no surprise that many adults are often less willing to support schools and to pay the taxes needed to fund them. Other sections suggest that schools should be used as community centers, full-time, year-round, and that community involvement results in increased academic achievement, improved school climate, and more effective communities. Community needs and the goals of community education are discussed, and the principles and results of community education are listed. (The principles include self-determination, self-help, leadership development, localization, integrated delivery of services, maximum use of resources, inclusiveness, responsiveness, and lifelong learning.) Tips on how to get community education started and a sample school board resolution favoring community education appear in a section called Getting Started, and this is followed by a list of components of community education programs, tips on funding options, ongoing assessment, and successful public relations, and brief descriptions of some communities that have successful community education programs, including Bowling Green, Kentucky; Floyd County, Indiana; and San Antonio, Texas. The last sections outline the characteristics of effective learning communities and tell where to get more information. (CML)

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Community Education: Building Learning Communities

Larry E. Decker & Associates

ED316661

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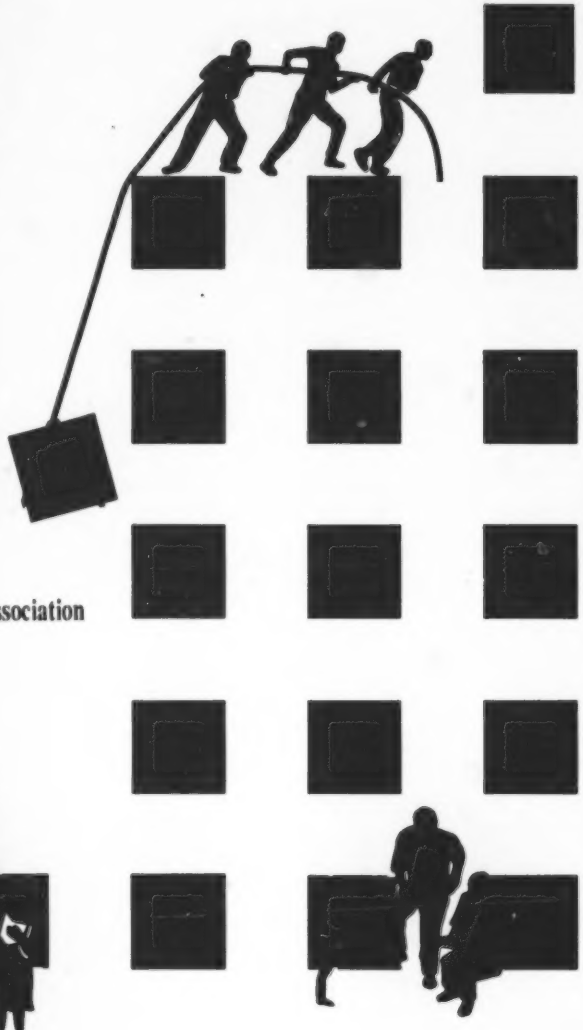

With a Foreword by
David Mathews, President
Charles F. Kettering Foundation

Published by
National Community Education Association

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COMMUNITY EDUCATION:

BUILDING LEARNING COMMUNITIES

By Larry E. Decker & Associates

Foreword by
David Mathews, President
Charles F. Kettering Foundation

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Larry E. Decker
Curry School of Education
University of Virginia

Foreword

Effective Communities Are Different

Kettering is a research foundation, and through the years, we have worked on basic problems in three areas: science, education, and government. Our work, dealing with better ways for governing ourselves, has caused us to look at leadership, particularly community leadership. What we have learned about leadership has come from puzzling over what makes a community effective in solving its problems. Why, we have asked, are some communities reasonably effective in meeting their problems while others, not all that different, are prone to default? Or better said, why is a given community sometimes effective in solving its problems and sometimes not?

I don't want to mislead anyone by implying that we are reporting "scientific studies." What I am about to say is based on impressions from observations, on reports done by others, and on our own sense of what is valuable.

In a word, effective communities appear to be different, not because of economic or demographic or regional factors, but because they are simply better educated as a community. That is, they are good at educating the whole community in the community's business. Effective communities are different in at least five ways.

First, an effective community seems to have a unique way of understanding how the community educates itself in the community's business. It is a community that educates itself as a *whole*, in all of its subdivisions and groups, about the *whole* of its interests. Community education has to provide a picture of the whole, of how the parts fit together. It is not about topics but rather interactions. An educated community, in the sense I am talking about, is different in that there are institutions that provide places and programs for the community to educate itself. It is not left to chance.

Second, an effective community seems to have a different kind of public information available. It is a special kind of public information that goes beyond "the facts." An effective community appears to have more than just facts; it knows what the facts mean in the lives of the diverse people who make up the community. Public information is about inter-relationships and consequences. Also, what an effective community knows is not just personal knowledge; it is shared knowledge.

Third, an effective community talks differently in order to generate shared knowledge. Ordinary talk is *about* issues, but an effective community talks *through* issues. It has learned that people don't usually work through problems together who have not talked through them first.

Fourth, an effective community appears to have a different way of understanding opinion and knows the difference between mass opinion and "public judgments." Public judgments involve reasoning together and are more reflective than reactive. An effective community spends time assessing the inter-relations of many interests, the long-term consequences of action, and the effect of a single policy on diverse people. As a community thinks and works together, it begins to sort out values, work through hard choices, and develop new perspectives. It has the capacity to discover, and rediscover, what interests are shareable, what ground is common.

Finally, an effective community seems to be different in the way it thinks about leadership – public leadership. It makes a distinction between government officials and public leaders. It is public leadership that is needed for the education of the community in the community's business. Public leadership unleashes a special kind of power – public power. Public power is the power of ideas and ideals, the power of commitments, and the power of relationships. It accounts for the something extra that an effective community has.

It would seem to be the case, then, that one of the most important things that leadership organizations can do to increase the effectiveness of their community is to develop not just leadership, but leadership that is truly – and powerfully – public. This publication describes a process for building effective communities. It is called community education.

David Mathews, President
Charles F. Kettering Foundation

Introduction

Imagine people. Imagine the variety of problems faced by people in a community. Now imagine all of the resources in the community that could be used to help address those problems.

There are civic groups, churches, businesses, social organizations, and local, state, and federal agencies. There are young people with abundant energy and vision, and there are elderly citizens with experience, time, and wisdom. There are recreational, social, and cultural facilities, plus libraries and schools. Above all, there are people who are willing to try to use these resources to meet the needs of the community. This booklet is about people who are engaged in self-help and community improvement efforts. It's a story about community education.

Community education is a simple idea, bringing to mind the days when the little red schoolhouse functioned, not just as a place to teach children, but as a center for community activities. Life was less complicated then, communities were smaller, and families felt closer to each other. Community education takes a similar approach to education and community improvement in that it seeks to coordinate education, recreation, and social service providers in the community in order to better serve community residents and improve the quality of life for all.

Although communities vary greatly, every community has resources that can be used to meet community needs and improve community life. Comprehensive community education programs provide opportunities for people to work together for community- and self-improvement. Citizens take leadership roles, and the process of working together, using the talents of community members, stimulates mutual respect and a greater understanding and acceptance of differences. One result is improved community and human relationships.

In a community climate of communication, openness, and cooperation, traditional schools are transformed into *community* schools. They involve a broad range of community residents, public and private organizations, and local, state, and federal agencies. Community schools offer learning and enrichment opportunities for all. These opportunities are developed and coordinated by and for residents of all ages, educational backgrounds, and socioeconomic levels, including those with special needs. The school buildings become places where people gather

to learn, to enjoy themselves, and to become involved in community problem solving. Community education activities are also held in recreation centers, libraries, churches, factories, businesses, and other public and private facilities.

Members of the community have the opportunity to be both teachers and learners. Taxpayers begin to realize a much greater yield on the investment they have made in community facilities and school buildings.

School Use

The little red schoolhouse was a multipurpose building. Socials, musicals, spelling bees, sports activities, bazaars, holiday festivals, community meetings, and other activities drew people of all ages to the school. Residents viewed the schoolhouse as their own.

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Urbanization, the automobile, superhighways, school consolidations, and a much more transient society have changed both our communities and our schools. Today, parents of school-age children represent a much smaller percentage of the adult population than they did a generation ago. Most schools offer nothing to adults without children, so it should be no surprise that many adults are often less willing to support schools and to pay the taxes needed to fund them. Not only has the schoolhouse in many cases lost its place as the heart of the community, it is losing its place in the hearts of the people.

Many of today's school buildings are isolated, underused little islands within their communities. Many are used at less than one third of their potential, operating six or seven hours a day, five days a week, nine months a year, while maintenance, debt service, and other costs continue year-round. Taxpayers in many communities are getting much less than a full return on their investment.

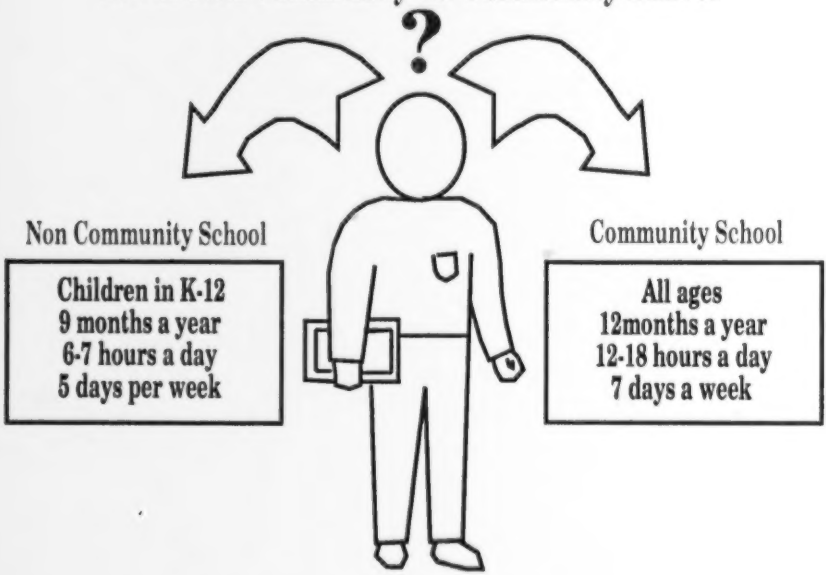
Schools as Community Centers

Why not use the schools as community centers, full-time, year-round? Roofs continue to deteriorate, paint fades, equipment depreciates, and grass grows whether or not the building is in use. People's learning needs are full-time, year-round.

Community use of school facilities makes sense for many reasons:

- School buildings are located in most neighborhoods and are easy to reach.
- Schools are owned by the public and represent a large public investment.
- Schools have good facilities, resources, and professional staffs.
- Traditional school hours leave plenty of time to schedule other uses.
- Schools are often a second home to children.
- Schools are focal points for many families, inspiring confidence and loyalty.

Use of Non Community vs. Community School



Community Involvement

People usually develop commitment to causes, organizations, and activities for which they have had some responsibility. An undisputed finding of educational research is that the active engagement of the learner and the involvement of families and the community enhance learning. In communities across the nation, broad-based community involvement has resulted in increased academic achievement, improved school climate, and more effective communities.

Meeting Community Needs

In the growing, spending America of the 1960s and '70s, some of the responsibility for meeting local education needs was shifted to federal and state governments. An unfortunate byproduct was decreased local effort to solve community problems. In the '80s, as federal spending priorities shifted away from domestic programs, decreased federal support for education, coupled with expensive state mandates, created serious economic challenges for many local school districts.

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At the same time, community problems have become more numerous and complex. The growing number of dual-income and single-parent households has created greater demand for day care, early childhood programs, and extended-day services for school-age children. Long-term unemployment, decreased earning power, school failure, teen pregnancy, illiteracy, crime, homelessness, environmental pollution, substance abuse, and vandalism continue to pose enormous challenges to communities. Large numbers of immigrants with limited or no English proficiency continue to pour into American communities. The spread of AIDS has created problems for local businesses, schools, health care providers, and communities.

In response, schools in some communities have been transformed into places where community problems can be discussed and solutions proposed. Through the community education process, local resources are being identified and tapped to meet local needs, and people are helping people to improve community life.

Community Education's Goals

In the community education model, the school functions as a support center for the network of agencies and institutions committed to meeting community needs and expanding learning opportunities for all members of the community. Using **schools as community centers** is a cost-effective, practical way to use one of a community's largest investments: its school buildings.

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By providing **diverse educational services,** community education helps meet the varied learning needs of community residents. Class instruction in a variety of skills helps meet the needs of business and industry. Child care services for preschool and school-age children help parents who cannot afford or lack access to private services. Programs that respond to the needs of adults who wish to gain new skills or improve old ones, or who just like to keep on learning, help a community become a learning community. By tapping the abundant expertise that exists in any community, community education helps bring the concept of "everyone learns, everyone teaches" closer to reality.

Through **interagency cooperation and public-private partnerships,** communities reduce duplication of effort, and overall effectiveness is improved through teamwork. Businesses and private agencies provide services not affordable in the usual tax-supported budget. In return, schools, in cooperation with other community agencies, address such community problems as illiteracy and substance abuse which adversely affect the community's business environment and quality of life.

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Through **community improvement** efforts, many members of the community can be engaged in litter control, recycling, beautification, and improved education and recreation services. Each community improvement effort can make the community more attractive to both current and prospective residents and businesses.

Through **citizen involvement**, the process of community problem solving is restored to its rightful place: to those people closest to the problem, who understand it best.

When a broad range of **community resources** is used for learning, the role of the total community in the process of educating the citizenry is acknowledged. Young people learn from, and with, community elders. Our schools become places where learning and living meet.

Principles of Community Education

Community education provides local residents and community agencies and institutions the opportunity to become active partners in addressing community concerns. It is based on the following principles:

- **Self-Determination**. Local people are in the best position to identify community needs and wants. Parents, as children's first and most important teachers, have both a right and a responsibility to be involved in their children's education.
- **Self-Help**. People are best served when their capacity to help themselves is encouraged and enhanced. When people assume ever-increasing responsibility for their own well-being, they acquire independence rather than dependence.
- **Leadership Development**. The identification, development, and use of the leadership capacities of local citizens are prerequisites for ongoing self-help and community improvement efforts.
- **Localization**. Services, programs, events, and other community involvement opportunities that are brought closest to where people live have the greatest potential for a high level of public participation. Whenever possible, these activities should be decentralized to locations of easy public access.
- **Integrated Delivery of Services**. Organizations and agencies that operate for the public good can use their limited resources, meet their own goals, and better serve the public by establishing close working relationships with other organizations and agencies with related purposes.
- **Maximum Use of Resources**. The physical, financial, and human resources of every community should be interconnected and used to their fullest if the diverse needs and interests of the community are to be met.
- **Inclusiveness**. The segregation or isolation of people by age, income, sex, race, ethnicity, religion, or other factors inhibits the full development of the community. Community programs, activities, and services should involve the broadest possible cross section of community residents.
- **Responsiveness**. Public institutions have a responsibility to develop programs and services that respond to the continually changing needs and interests of their constituents.
- **Lifelong Learning**. Learning begins at birth and continues until death. Formal and informal learning opportunities should be available to residents of all ages in a wide variety of community settings.

Results of Community Education

Communities that formally adopt community education as a way of community life have the tools to attack many difficult problems. These communities exhibit the following characteristics:

- Someone has an official leadership role in coordinating the various community and school efforts.
- Volunteers help deliver community services.
- Businesses work in partnership with schools to improve student learning as well as to expand economic development.
- Agencies and institutions cooperate to deliver improved services to the total community.
- Public school facilities are used by community members of all ages.
- Parents are involved in their children's learning and in school governance.
- Community resources, material and human, are used to enhance and enrich the schools' curriculum.
- Educational alternatives are available for students with special problems and special talents.
- Lifelong learning opportunities are available for learners of all ages, backgrounds, and needs.
- Large numbers of citizens are participating actively to help solve community problems.

When these characteristics are observed, positive results are not far behind. These may include:

- Schools and other community agencies are more responsive to parents and other community members.
- An improved learning climate and increased student achievement are evident in the schools.
- Broad-based community support exists for schools and for other community agencies.
- The community works together to try to solve its problems.

Getting Started

First and foremost, there must be at least one individual, or one group, who recognizes the opportunity to make the community a little better. That person or group becomes the catalyst, enabler, broker, negotiator, and instigator to talk about community education and create opportunities for people to talk to each other. Talking *is* the way to start.

Think about the times and places people discuss community problems: during coffee breaks, in carpools, over lunch, in checkout lines, at child care centers, in shops, at council meetings, in teachers' lounges, at church fellowship meetings, at PTA meetings, in coffee shops, bars, laundries, and gas stations. These are places to start.

Next time someone lists the community's problems, suggest a solution. Tell people about the opportunities afforded by recapturing the spirit of the little red schoolhouse through a modern community education initiative.

Any community education effort must involve as many people as possible. Each individual must recognize his or her responsibility for improving the community. Once enough citizens are involved, the program will need the support of community policy makers, professional educators, human service providers, and other community leaders. A firm commitment from community leaders and educators assures citizens that their efforts will not be in vain and that there will be follow-through.

Effective leadership is vital. Although no formula can be applied to all communities, this is how it might happen:

- City and county government, school boards, boards of trustees for social service organizations, and other groups approve resolutions in support of the community education idea and form a coalition dedicated to working together and communicating regularly.
- Since the program will rely heavily on school facilities, the school board adopts specific policies that permit year-round and extended-day use of schools.
- Key administrators within each agency – school superintendents, agency directors, county administrators, and city managers – articulate these resolutions and policies throughout their agencies.
- The school system appoints someone to a systemwide leadership position, with additional full-time or part-time staffing at each designated community school or other community education site. The role of each of these individuals is

clearly defined and accepted by the community and its policy makers. In smaller communities, the community education coordinator might also oversee the school system's public relations program or related outreach and parent and community involvement activities.

- Each designated community site has its own advisory group.
- One of the first actions of the newly appointed leaders, in conjunction with advisory groups, is to collect information from the citizens about community problems and possible solutions. These citizen groups will function as the vital link between the community's resources and its problems.

SAMPLE RESOLUTION

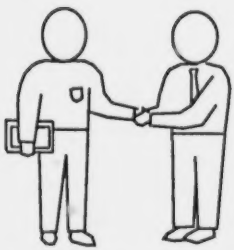
10 WHEREAS, there is a growing public insistence that all levels of government become more responsive to citizen needs and desires; and
WHEREAS, the amount of tax money and other resources available to meet public demands for facilities, programs, and services is limited; and
WHEREAS, our community has facilities, equipment, and staff organized for the purpose of providing education, recreation, cultural, and service programs for all residents; and
WHEREAS, no cohesive strategy for the development and coordinated use of these community resources has yet been established; and
WHEREAS, great potential social and economic benefit can be derived from cooperation in facility use and program development for the benefit of all citizens through comprehensive community education programs;
THEREFORE, BE IT RESOLVED that this board endorses community education as an educational process to serve all age groups in the community and to use the total resources of the community to develop education, social, and recreation programs and services needed or desired by community residents.

Program Components

As a community education program is set up, the community can tailor its component parts to local needs and local resources. Following are some of the most common components of community education programs across the nation:

- Remedial and enrichment activities for children outside of school hours.
- Noncredit general interest and cultural enrichment classes and activities for adults.
- Recreation, craft, and sports activities for adults and children.
- Preschool and after-school child care programs.
- Programs for senior citizens and other special populations.
- Career and technical education in partnership with employers in the community.
- Intergenerational programs.
- Community service and volunteer programs for young people and adults.
- Family support and education programs.
- Literacy programs.
- Adult education and vocational classes.
- Programs that address family and other interpersonal relationships.
- Health and human services programs.
- Community newsletters and other forms of communication.
- Programs that address specific community problems.

Above all, broad citizen participation should be organized to help ensure that the program design accurately reflects community needs and concerns. Citizen input, combined with the support of community leaders and coordination of the activities of various agencies, usually results in a comprehensive range of programs and services.



Community Education is People Helping People

PEOPLE of all ages using community schools for ...

- **SKILLS** — Vocational, Social, Avocational, Communication
- **RECREATION** — Sports, Aquatics, Playgrounds, Parks, Hobbies
- **SOCIAL** — Gatherings, Families
- **COMMUNITY** — Child Care, Health Programs, Economic Development, Crime Programs, Family Education and Support, Drug Abuse Prevention and Treatment, Volunteer Service Programs
- **ACADEMIC** — Language, Math, Computers, Liberal Arts
- **ENVIRONMENT** — Pollution Control, Waste Management, Beautification, Conservation
- **CULTURAL** — Concerts, Films, Exhibits, Lectures, Library Services, Theatre

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Funding Options

Although volunteerism is the key to any successful community education effort, it is important to provide for professional community education staff in the budget. Local commitment is the most permanent base for reliable community education funding. A major advantage of local funding is that it gives local citizens control over spending decisions. Sources of funding may include:

- School and/or city budgets.
- Joint funding with municipal or county government agencies.
- Fees charged to program participants.
- Contributions from businesses and private donors.
- Funding for specific programs from federal and state governments.
- Grants from corporations and foundations.

Ongoing Assessment

Three important questions should be asked over and over: What is the program accomplishing? Does it respond to community needs? Can it be made more responsive?

Effective community education programs are sensitive to a community's changing needs. To make sure a program is responsive, leaders must engage in ongoing program assessment and evaluation. Advisory groups, task forces, and special committees should reassess community needs at least once a year. Surveys, interviews, community forums, and other techniques may be used to stay abreast of changing needs.

Assessment provides current information about problems that have been addressed and new problems that need attention. Based on the information collected, decisions can be made about dropping program components, adding new ones, and modifying others to make them more effective.

Public Relations

Once a community education program begins to address community problems and expand local learning opportunities, community residents need to be kept informed. Public relations is a two-way street: it provides information, and it collects information. Through a variety of media – newsletters, press releases, advertising, and published articles – news about what is happening in the community education program can be broadcast. Key community leaders and groups can provide feedback about the effectiveness of the problem-solving efforts.

Public relations activities are more likely to be successful if a trained staff member is appointed to oversee them. An effective community education public relations program:

- Is planned, systematic, and ongoing.
- Accommodates trends or conditions that may affect the accomplishment of objectives.
- Contains strategies developed for the program as a whole and for each component.
- Includes a system for listening and responding to people both inside and outside the program.
- Is open and honest.

Communities in Action

Long-range plans for expanding community education have been developed in 47 states. In many communities across America, community education is being used to address community issues and concerns.

Bowling Green, Kentucky. Youth make a positive difference in this community, thanks to the Bowling Green-Warren County community education

program. Since 1986, Youth for Community Change, a service project, has established a reputation for providing assistance to all segments of the community. Youth volunteers have provided thousands of hours of service to nonprofit agencies, assisted elderly citizens with home maintenance, collected toys and food for low-income families, participated in an Adopt-a-Park program, volunteered at a day camp for handicapped children, assisted with school-age child care programs, conducted finger printing for Operation Childwatch, called in election returns from the 56 Warren County precincts, and much more. A special project is the planting and maintenance of a community garden and the distribution of vegetables from the garden to disadvantaged community members.

Floyd County, Indiana. The community education program in the New Albany-Floyd County area is a community-based problem-solving effort of the Floyd County Community Education Council, Inc., a not-for-profit organization of community volunteers with strong leadership skills and a commitment to improving life in the area. The Council works to identify community problems, identify problem solvers, and support the development of task forces to take action. It acts as a facilitator, offering assessment, problem identification, resource identification, training, and support for the collaborative efforts of others. The Council's efforts have resulted in community projects that address unemployment, drug and alcohol abuse, and juvenile delinquency. To help low-income families acquire school clothing and supplies for their children, the Council sponsors a project called The Schoolyard Sale.

Birmingham, Alabama. Joining forces with local agencies, neighborhood organizations, churches, businesses, the city government, and local media, the Community Education Department of the Birmingham City Schools implemented CARES (Comprehensive At-Risk Educational Services). CARES provides primary prevention, intervention, and remediation services to at-risk students. Youth advisory councils have been established at five sites to address students' concerns. Youth forums are providing youth with opportunities to explore common problems, share ideas, seek solutions, and receive training. Young Entrepreneur clubs address

employment needs. Teen Parent clubs give young mothers guidance in developing parenting skills. Project SOAR (Stressing Opportunities for Academic Readiness) provides individual and computerized after-school tutoring.

Nashville, Tennessee. More than 42,000 participants are served in 1,700 community education programs at 36 schools and numerous business and industry sites. The programs include before- and after-school child care, summer programs for children and youth, a senior center that operates six days a week, and undergraduate and graduate college credit and noncredit courses. In 1986, the Cohn Adult Learning Center was opened to serve adults who are seeking a high school diploma. Another community education program, the One Room Drop-In School, established in 1988 as a pilot program for at-risk students who live in federal housing projects, is designed to prevent school dropouts by focusing on parent and preschool education.

San Antonio, Texas. At Nimitz Middle School, community education initiated a community involvement project to improve the academic achievement and self-esteem of at-risk students. An advisory council of 75 community leaders and businessmen has helped implement 25 different programs. They include community volunteers who tutor students during the school day; a mentoring program that involves 50 oil company employees; peer classroom tutoring through drama; a reading incentive program; family literacy; a theatre project that develops writing skills; policemen who mentor adjudicated youth; and school-wide rallies and special events. All of the students have improved on standardized tests and in school grades, attitude, and attendance. School climate and teacher morale have soared.

Salt Lake City, Utah. They call it SMILES (Senior Motivators in Learning and Educational Services). Through SMILES, citizens 55 and older volunteer as tutors in the schools. Many students who would rarely work with older adults have frequent opportunities to interact with the senior volunteers and receive high-quality tutoring. The volunteers receive the recognition and esteem they deserve as custodians of the community's experience and wisdom.

Gloucester County, Virginia. Don't tell these folks that innovation takes place only in big cities! By coordinating their human services organizations, county government agencies and departments, and voluntary civic organizations, the citizens of Gloucester County created a model for interagency cooperation. They also provided themselves with an estimated $90,000 worth of new community services without adding a single penny to their local taxes. This happened in a community with a school enrollment of only 3,000.

Moses Lake, Washington. The Moses Lake Schools for the 21st Century program is designed to encourage and facilitate change in the educational process. The program includes a student hotline answered by high school honor students to provide help with homework or one-to-one tutoring. A family learning center offers education and recreation activities for the entire family, including tutoring, homework help, library and computer access, enrichment activities, adult basic education, and English as a second language classes. The district also has an expanding network of other programs, including foreign language instruction by volunteer high school students.

Charleston, West Virginia. Community education led the way in interagency cooperation that has resulted in cost-effective, self-supporting, extended-day programs for "latchkey" students. The program not only provides safe and convenient child care, but rallies community agencies to provide services in the arts, academic remediation, enrichment, and physical development that enhance both the K-12 curriculum and the community.

St. Louis, Missouri. Coordination of services and networking within a large education system is happening in St. Louis. Partnership programs, adopt-a-school, career education, continuing education, community schools, adult basic education, mentoring programs, customized business programs, school-age enrichment and child care programs, parenting programs, and consolidated human services delivery are all coordinated through community education. Community education is administered by an associate superintendent for curriculum and programs, an arrangement that allows for networking within the system without duplication of effort.

Building for the Future

Your community can start building a learning community now. A lasting community education program takes time and the ongoing efforts of committed people. It takes time to gain endorsement of the community education concept by community policy makers and education leaders. Concerted effort is needed to gain the support of community leaders and citizens. Attention must be paid to many details in order to establish a process for involving community representatives in the identification of community needs and the mobilization of community resources to meet those needs.

But the time and effort are worth expending. Community education is a proven process for building the type of effective community described by David Mathews. An effective, learning community:

- Encourages parent and community involvement to improve academic achievement and school climate.
- Provides places and programs in which community members can educate themselves.
- Develops public knowledge about the diverse interests and inter-relationships that make up the community and the long-term effects of any action on those interests and relationships.
- Provides a means for community members to talk through issues and work together to solve problems.
- Nurtures the public leadership that is needed to sustain a learning community.

For More Information

National and state community education development centers are located throughout the U.S. to provide information, technical assistance, and training in community education. In fact, community education centers are located throughout the world.

For more information and the addresses of state, national, and international community education resources, contact any of the following agencies:

Charles Stewart Mott Foundation
1200 Mott Foundation Building
Flint, MI 48502-1851
(313) 238-5651

National Community Education Association
119 North Payne Street
Alexandria, VA 22314
(703) 683-6232

National Center for Community Education
1017 Avon Street
Flint, MI 48503
(313) 238-0463

International Community Education Association
Lyng Hall, Blackberry Lane
Coventry CV2 3JS
ENGLAND
44-203-638670

About NCEA

The National Community Education Association was founded in 1966 to advance and support community involvement in K-12 education, community self-help, and opportunities for a better life for everyone in the community through lifelong learning.

NCEA's members include about 1500 individuals and institutions from every state in the United States, seven Canadian provinces, and 16 foreign countries. Thirty-eight state community education associations are affiliated members of NCEA.

NCEA provides its members with national leadership and advocacy; publications, conferences, and workshops; and information and referral services.

MEMBERSHIP CATEGORIES

FULL MEMBERSHIP

Annual Dues: $75

- A $25 subscription to *Community Education Today* (10 times a year)
- A $20 subscription to *Community Education Journal* (quarterly)
- Discounts on NCEA convention registration and NCEA publications and products
- Eligibility to vote and hold office

ASSOCIATE MEMBERSHIP

Annual Dues: $25

- A $25 subscription to *Community Education Today* (10 times a year); available only to members of NCEA
- Discounts on NCEA products and publications

INSTITUTIONAL MEMBERSHIP

Annual Dues: $175

- Three $25 subscriptions to *Community Education Today*
- Three $20 subscriptions to *Community Education Journal*
- Discounts for three individuals from the institution at annual conventions
- Discounts on NCEA products and publications
- Voting privileges for one person from the institution

LOCAL AFFILIATE MEMBERSHIP FOR COMMUNITY COUNCILS

Annual Dues: $65

- Fifteen $25 subscriptions to *Community Education Today* mailed to one address
- Discounts on NCEA convention registration and NCEA publications and products

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Please check appropriate box or boxes:

- ☐ Individual NCEA Membership—$75
- ☐ Associate NCEA Membership—$25
- ☐ Institutional NCEA Membership—$175
- ☐ Local Affiliate NCEA Membership—$65

Please check the category that best applies to you:

- ☐ Community school staff
- ☐ Adult/continuing education
- ☐ Parks and recreation
- ☐ Social services
- ☐ College/university
- ☐ Community/junior college
- ☐ State education agency
- ☐ Partnership coordinator
- ☐ Volunteer coordinator
- ☐ District-level administrator
- ☐ Elementary/secondary teacher
- ☐ Elementary/secondary administrator
- ☐ Community council/PTA
- ☐ School board
- ☐ Municipal/state government
- ☐ Other _____

Indicate form of payment:

- ☐ Bill me.
- ☐ My check, payable to NCEA, is enclosed. *(International applicants, please pay in U.S. dollar equivalent)*
- ☐ Please charge to my: ☐ VISA ☐ MasterCard

Card No. _____ Exp. Date _____

Signature _____
(All charge orders must be signed)

Name _____

Title/Position _____

Institution/Agency/Dept. _____

Street Address _____

City, State, Zip _____

Daytime Phone (_____) _____

INSTITUTIONAL MEMBERS: The person listed in the left-hand column will receive a subscription to all publications and will be the voting member. List below the other persons to receive subscriptions to *Community Education Journal* and *Community Education Today*.

2nd Subscription

Name _____

Title/Position _____

Address _____

City, State, Zip _____

3rd Subscription

Name _____

Title/Position _____

Address _____

City, State, Zip _____

NATIONAL COMMUNITY EDUCATION ASSOCIATION
119 NORTH PAYNE STREET • ALEXANDRIA, VA 22314 • (703) 683-NCEA